THE ROLE OF INTERNAL MEMORY TO ENHANCE THE VOCABULARY BY USING WORD WALL

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ABSTRACT

This research is based on the students' problem regards English especially on vocabulary. Vocabulary is the important thing for students in the process of acquiring, learning, mastering, and using the language they learn. Without having vocabulary nothing can be convey. Mastering vocabulary will help the students to communicate easier with other people. Those reason become some of the considerations of the researcher to conduct a research when doing an observation at SMK Bahari Parepare because the students showed their limited of vocabulary. Then, modifying the method could be the problem solving for the limited vocabulary. in this case, the implementation of word wall as an media was suggested to overcome the problem. Finally, this research was intended to reveal that: can the role of internal memory by using word wall improve the vocabulary of the eleventh grade students of SMK Bahari Parepare significantly. This research used quasi experimental method, with two group pre-test and post-test design. The population was the eleventh grade students of SMK Bahari Parepare. The samples were drawn by using random sampling technique that consisted of 45 students which were class XI Teknika A as experimental class and class XI Nautika as control class. The data were acquired by using vocabulary test. The vocabulary mastery test was applied in the pre-test and post-test. The data required from vocabulary test was analyzed by using t-test and percentage technique. The result of the data analysis showed that the students' vocabulary mastery improved significantly. It was showed by the mean score of the pre-test was (56.19) and the post-test was (76.904). It showed that word wall can improve vocabulary of the eleventh grade students of SMK Bahari Parepare significantly. Besides, the mean score of the students in post-test (76.904) was higher than the standard scoring Departemen Pendidikan Nasional Republik Indonesia (70.00). After analyzing the data by using the t-test formula, the result of t-test value in post-test was (2.147) and t-table value was (2.021). Those indicated that H_1 was accepted and H_0 was rejected. It meant that word wall can improve vocabulary of the eleventh grade students of SMK Bahari Parepare significantly.

Keywords: Word Wall, Vocabulary, Teaching, Internal Memory (short-term and long term merory)

Abstrak

Penelitian ini didasarkan pada masalah siswa berkaitan dengan kemampuan kosa-kata siswa. Kosakata adalah hal yang penting untuk siswa dalam proses pembelajaran, tanpa kosakata siswa tidak bisa menyampaikan sesuatu. Penguasaan kosakata akan membantu siswa untuk memudahkan dalam berkomunikasi dengan orang lain. Alasan tersebut menjadi beberapa pertimbangan peneliti dalam melaksanakan penelitian ini pada saat melakukan observasi di SMK BAHARI PAREPARE karena siswa menunjukkan kurangnya kosakata yag dimiliki oleh siswa. Dalam hal ini, penerapan *word wall* sebagai media pembelajaran diharapkan dapat mengatasi masalah tersebut. Selanjutnya, tujuan dari penelitian ini adalah untuk mengetahui: dapatkah internal memori berperan untuk meningkatkan kosakata secara signifikan atau tidak terhadap siswa kelas sebelas SMK Bahari Parepare. Penelitian ini menggunakan metode kuasi-eksperimen, dengan dua kelompok pre-test dan post-test. Populasi penelitian adalah siswa kelas sebelas SMK Bahari Parepare. Sampel penelitian dipilih dengan menggunakan teknik pengacakan sampel yang terdiri dari 45 siswa dimana kelas XI Teknika A sebagai kelas eksperimen dan kelas XI Nautika sebagai kelas kontrol. Data penelitian diperoleh dengan menggunakan tes penguasaan kosakata. Tes penguasaan kosakata diterapkan pada pre-test dan post-test. Data yang diperoleh dari tes penguasaan kosakata dianalisa dengan menggunakan t-test dan teknik persentase. Hasil data analisis menunjukkan bahwa penguasaan kosakata siswa meningkat secara signifikan. Hal ini dibuktikan dengan nilai rata-rata pada pre-test adalah (56.19) dan post-test adalah (76.904). Hal ini menunjukkan bahwa *word wall* dapat mengembangakan penguasaan kosakata siswa kelas sebelas SMK Bahari Parepare. Selain itu, nilai rata-rata siswa di post-test (76.904) lebih tinggi daripada standar nilai Departemen Pendidikan Nasional Republik Indonesia (70.00). Setelah menganalisa data dengan menggunakan rumus t-test, hasil t-test pada post-test adalah (2.147) dan nilai t-table adalah (2.021). Hal ini mengindikasikan bahwa H_1 diterima dan H_0 ditolak. Ini berarti bahwa teknik *word wall* dapat mengembangakan penguasaan kosakata siswa kelas sebelas SMK Bahari Parepare secara signifikan.

Kata Kunci: *word wall*, kosakata, Mengajar, Internal Memory (ingatan jangka panjang dan ingatan jangka pendek).

Introduction

Language is the most important aspect of human interaction. People communicate and interact with others using the language. In the wide community, English has become an international language. Most of the communities in the world use English communicate with others who have a different language. From this, English is important to be taught and learned by the students. And as the form of our government's response toward this case, English language has been put in the educational system in our country, and it is taught from elementary school until university and become a compulsory subject.

Vocabulary is an indispensable part of foreign language learning and it still remains a challenging part of the language to learn for many students all over the world especially in EFL contexts. Although there have been great developments in language and

psychology, particularly educational psychology, and numerous approaches, methods and techniques to language learning and teaching and so vocabulary teaching has been put forward by professionals in the field, these theories are either neglected by the teachers or administrators or they simply do not function effectively and efficiently for the purpose.

Talking about the vocabulary of the students, the researcher had done an observation at the eleventh-grade students of SMK Bahari Parepare, because based on observation the vocabulary mastery of the students especially at the Eleventh Grade students the research found that the problem is the less motivation and interest of teaching vocabulary. In addition, they are feeling difficulty in expressing their ideas. The teachers need good materials and well prepared to solve these problems. They should provide some new alternative media to stimulate the students to improve their own vocabulary. One of the alternative teaching ways to improve the students' vocabulary is from their memory.

Moreover, many teachers seem to be informed of modern and effective techniques but they do not know the underlying rationale for the use of alternative teaching techniques and they are not fully aware of the cognitive, psychological and neurological processes of learning that specific method or technique proposes. In other words, they simply do not know what happens in the learners 'brain and what sort of neural processes each technique or activity they use involves. They use these new techniques just for the sake of variety underestimating or ignoring the true value or application.

Vocabulary is "(1) the total number of words in language, (2) a list of words with their meanings, (3) the stock of words which is used by a person, class or profession, (4) central to language and of critical importance to the typical language learning, (5) the knowledge of words and word meaning". (Alqahtani, 2015). While Motorola states that vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured. Based on the definitions, it can be concluded that vocabulary is a list of words with their meanings especially one that accompanies a textbook in a foreign language. Vocabulary plays a significant role in supporting the mastery of language skills namely speaking, listening, reading, and writing.

Alqahtani (2015) divided vocabulary into two types, the first is active vocabulary, refers to the one that the students have been taught and that they are expected to be able to use. The second is passive vocabulary refers to the words which the students will recognize when they meet them, but which they probably not be able to pronounce. Moreover, there are nine techniques of teaching vocabulary that had been pointed out by

Alqahtani (2015) namely using objects, drawing, using illustration and pictures, contrast, enumeration, expression, guessing from context, eliciting, and translation.

People have always been concerned with memory for hundreds of years and numerous definitions or explanation of the term has come out at different times. To begin with, Baddeley (2010:7) defines memory, although it is very basic and partially oversimplified, as a system for storing and retrieving information, information that is, of course, acquired through our senses. Whether we see something, hear it or smell, it will obviously influence what we recall, since in one sense our memories are records of precepts.

The most common distinction used in dual process theorist is between short-term memory (STM) and long-term memory (LTM). In general, STM is thought to be relatively transitory in nature, lasting for perhaps 30 to 60 seconds, and to have a limited capacity. LTM usually is thought of as relatively permanent, with an indefinite length and unlimited capacity. In addition, it is usually proposed that LTM may have greater depth of memory processing when compared to that of STM (Wittig 1981:164).

Based on the explanation above the researcher concluded that internal memory (short-term and long-term memory) is really helpful to improving vocabulary learning by remembering the material.

Southerland (2011) states that a word wall is a display of words on the wall or bulletin board of a classroom that is used as a visual reminder of material that is being learned. While Jasmine (2009) states that a word wall is a collection of high-frequency sight words that are age appropriate, classified into groups or categories, and is located on the wall of a classroom for children to easily see and learn. Based on the several definitions about, the researcher conclude word wall is a good media used to encourage the individual to generate ideas and come up with a list of a possible solution to the certain problem.

In order to assess whether or not the role of internal memory (short-term and long-term memory) by using word wall enhancing vocabulary of the subjects participating in the experimental group of this study, the following question was formulated. Does teaching English through word wall in the internal memory (short-term and long-term) enhance the vocabulary students? To answer the research question, the following hypotheses were formulated. Null hypothesis (H_0), teaching English vocabulary through word wall in the internal memory (short-term and long-term) has no significant on vocabulary students. Alternative hypothesis (H_1), teaching English vocabulary through

word wall in the internal memory (short-term and long-term) has significant on vocabulary students.

Method

This research employed quasi-experimental design that was applied to both class (control class and experimental class), where the two classes were faced to the pre-test and post-test. Likewise, the population of this research was the eleventh grade students of SMK Bahari Parepare in academic year 2015/2016 that consisted of three classes (68 students). After the sample removal by using cluster random sampling, two classes were taken; XI Teknika consist of 21 students as experimental group and XI Nautika consist of 24 students as control group. The total number of sample are 45 students. Further, the instrument of this research was a written vocabulary test that consists of three types; multiple choice, fill the blank and matching test. Each test consists of 5 items and multiple choice 10 items of questions to examine the students' vocabulary in pre-test and post-test. The pre-test intended to find out the students' prior knowledge of English vocabulary, while the post-test was intended to find out the students' vocabulary improvement after the treatment was given. The content of pretest is the same as the content of the post-test. In this research, additionally, the data were collected after giving instruments of collecting data to the students. The data were analyzed through quantitative analysis.

Result and Discusssion

In this research the researcher applied quasi-experimental research with two group pre-test and post-test design. Therefore, the researcher gave treatment for two classes: experimental and control class. In experimental class, the researcher started the activities by checking the students' attendance list and prepare the media, like paper stick, scissors, glue, and paper stick. The researcher defined students into the small group and introduced and explained about material to the students. During the learning process the students got new word they must to write in the paper stick and put to the wall. And in the end of the class the researcher choose the students paper stick in the wall, and asked to students how they knew after their wrote, and the students who do not understand what was their wrote, the researcher gave a penalty.

In control class, the researcher started the activities by checking the students' attendance list and describing the instructional objectivities that would be achieved. The

researcher introduced and explained about material to the students. Then, the researcher gave an example of the material by using picture. The researcher also asked students to make a sentence based on the picture. The students in experimental class were taught through word wall and the students in control class were taught through picture.

After giving treatment, the vocabulary achievement of the students both in experimental class and control class are improving. However, the improvement is different. Most of students in experimental class are classified in good classification after getting treatment by using word wall, whereas most of them were fair and poor classification before getting treatment. In other hand, the students vocabulary of control class also improved. But, there was only a little improvement of students vocabulary achievement in control class. It was proved by most of students in poor and fair classification before getting treatment and was in good classification after getting treatment. Therefore, it can be concluded that through word wall in teaching vocabulary can improve the students' vocabulary mastery better than through picture.

However, after treatment, based on the findings, the researcher found that in experimental class there was difference of score between the pre-test and the post-test; which the pre-test was lower than the post-test. It indicates that the vocabulary mastery of the students after treatment (through word wall) undergo enhancement. Furthermore, the students' the mean score of students in pre-test was 45.166 and the mean score of post-test 67.5 in control class. The mean score of the students in post-test was higher than the mean score of the students in pre-test. It means that the score of students was increased and the standard deviation of pre-test was 16.82 which the standard deviation of post-test was 17.13. It means that most of the students in post-test got the high score in control class.

This research supports by some research findings. The first was conducted by Ghorbani (2011) "the impact of memory strategy instruction on learners' EFL vocabulary retention". He stated the vocabulary learning strategies as subcategories of language learning strategies lead learners to take responsibility for their own learning. Language learning strategies refer to whatever learners employ to make learning easier, faster, and more enjoyable. They help learners to proceed with language learning task by facilitating comprehension, internalization, storage, retrieval, and use of target language. Equation of the research conducted by Ghorbani and this research was both use vocabulary skill, whereas difference was in his research he used memory strategies to improved vocabulary, and his study was implemented in four phases: pre-test, treatment, immediate

post-test, and delayed post-test, while in this current study the researcher used word wall as media, and the type of test researcher used an instrument that is multiple choice, fill the blank, and make and match, as many as 30 questions. Another difference is treatment, the control group received no treatment, while in this current study the researcher given treatment to experimental and control class.

The second previous research finding was conducted by Nemati (2009) in her research "memory vocabulary learning strategies and long-term retention". The equation of the reasearch conducted by Nematiand this study was both use vocabulary skill, whereas difference was in his research she used memory strategies. Whereas the difference was in her reserach she used models of vocabulary presentation in control class, while in this current study the researcher used picture in control class. Another difference was in her research she used strategy-enriched material, while in this current study the researcher used word wall. Another difference is procedure of collectind data she used pre-test, post-test 1, and post-test 2, while in this current study the researcher used pre-test and post-test.

The third previous research finding was conducted by Jasmine (2009) on her research "the effects of word walls and word wall activities on the reading fluency of first grade students". The research was experimental design to conducted the research and found the result that students' who are throug word walls and word wall activities to improve reading. The equation of the research conducted by Jasmine and this study was the same research about word wall. In whereas the difference was in his research she used word walls and word wall activities to improved reading, while in this current study used word wall to improved vocabulary students. Another difference is the data analysis from the students' the results of the pre- and post-running records indicated that reading fluency for these students increased by the end of this project. Students increased words read per minute as the mean increased from 41.4 to 63.7; indicating that at the completion of this project, participants read more words per minute. While in this current study the students increased words per meeting.

Related to the research finding above the researcher concludes to use word wall media was able to improve students' vocabulary mastery. Based on the Istianto (2013) in his study " improving students' vocabulary mastery through word wall". Concluded the implementation of word wall in the class is really effective to improving vocabulary students, because by using word wall the students is more easily to learn in the classroom. The equation of the research conducted by Istianto and this study was the same research

about word wall. In whereas the difference was in his research, during the learning process students got some new word, their can be write and put into the wall, it can be helpfull the students to know and understanding the word was their wrote. While in this current study the researcher used word wall also but paper stick stick in the wall was elvolve, not only write the new word and knew the meaning, but also knew the pronountiation, knew how to spell and write, and also knew to made a sentence base on the words that students wrote.

Based on the theories above in related research findings in Jasmine and Istianto which namely effectiveness of learning through word wall to increasing vocabulary mastery. The researcher concludes that the word wall was able to improved the student' english vocabulary mastery.

Based on the discussion presented in the previous chapter, the researcher concluded that the using word wall improved students english vocabulary of the eleventh grade students of SMK Bahari Parepare. It means that if the eleventh grade students were taught through word wall it can improved their vocabulary mastery. It was supported by the data. There was significant difference between the result of the pre-test and post-test of the students who were taught vocabulary by using word wall. It was proved by the result of the students' pre-test and post-test where the mean score of post-test in experimental class (76.904) was greater than the mean score of pretest (56.19) and the value of t-test was greater than t-table (2.147 > 2.018), in control class the result of the students' pre-test and post-test where the mean score of post-test (67.5) was greater than the mean score of pre-test (54.166) and the value of t-test than the t-table (0,48 < 2.018.). It means that writing learning by using word wall was able to improved the students' vocabulary mastery.

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